

IF I'M SO SMART, WHY IS
SCHOOL SO HARD?

Supporting Students with Asperger Syndrome in
Elementary General Education Classrooms

Behavior Supports

**Consider
these things
first**

**Supports for
low level
behavior**

**There is rarely only
1 reason for
behavior problems.**

Consider these things:



- ❑ **Is there enough structure?**
- ❑ **Does the classroom need to be more predictable?**
- ❑ **Are there ways I can reduce anxiety?**
- ❑ **Are difficulties with social understanding causing the problem?**
- ❑ **Does the student understand what is expected?**
- ❑ **Are there sensory issues causing undo frustration?**

Consider these things:



- ☐ **Is the student being bullied?**
- ☐ **Is the student being well supported during unstructured times?**
- ☐ **Does the student need an alternative to handwriting?**

Supports for Low Level Behavior

- **Be careful with your eye-contact**
 - **Don't insist on eye-contact**
 - **Sit next to the child and place a piece of paper in front of both of you. As you talk about the issue, draw stick people with word and thought balloons or write the information.**

Supports for Low Level Behavior



- **Redirecting** – help the student focus on something else.
- **Home Base** – Suggest that the student goes to his / her home base: a predetermined safe place that the student can go to to regroup. (RSP room, library, etc.) Could be a sensory calming space (crash space – cool zone).

Supports for Low Level Behavior

- **Antiseptic Bouncing** – remove the student in a nonpunitive fashion
 - Send to office with a note
 - Send to different teacher with a stack of books
 - Give a visual cue sheet that provides a short menu of options (drink, bathroom, walk to fence and back.)
- **Proximity Control** – teacher moves near the student.
- **Signal Interference** – predetermined nonverbal signal to let the student know you are aware which may help to de-escalate.

Supports for Low Level Behavior



- **Touch Control** – a firm touch on shoulder or arm may stop behavior.
- **Wait** – increase wait time
- **Defusing Tension Through Humor** – Student must understand joke. Something concrete and familiar works best.

Supports for Low Level Behavior

□ Just Walk and Don't Talk

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- An adult walks with student who is free to say what ever she wishes without fear of discipline or logical argument. The adult should be calm, show as little reaction as possible, and never be confrontational.

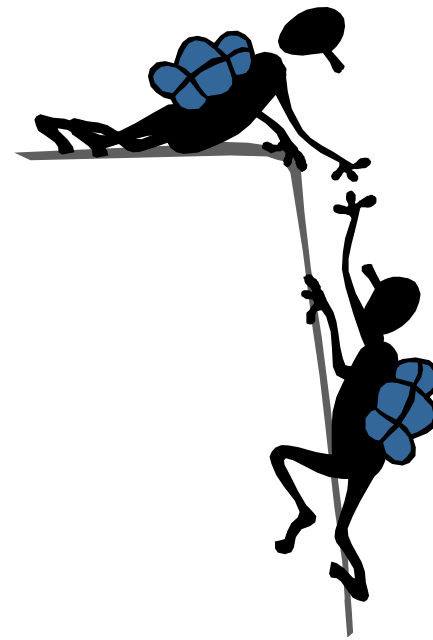


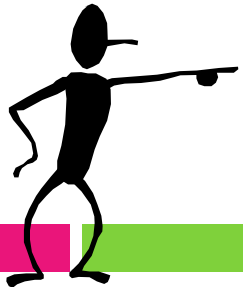
Supports for Low Level Behavior

- **Support from Routine** – Direct student to schedule for “regrouping” or help student anticipate next task.
- **Interest Boosting** – Bring in student’s interest
- **Acknowledging Student Difficulties** – State the rule the student should follow. Make the rule universal and then personalize it... “Adam_____, everyone in the class follows the rule.”

Be Gentle During a Crisis

- ☐ Lower your voice
- ☐ Be calm
- ☐ Be comforting
- ☐ Talk less
- ☐ Have a soft, relaxed body posture
- ☐ Have a neutral facial expression





Adult behaviors that can Escalate a Crisis

- ☐ Raising voice/yelling
- ☐ Preaching
- ☐ Backing a student into a corner
- ☐ Using tense body language
- ☐ Using sarcasm
- ☐ accusing
- ☐ Insisting on having the last word.
- ☐ Holding a grudge
- ☐ Acting superior
- ☐ Using physical force
- ☐ Mimicking the child
- ☐ Commanding, dominating
- ☐ Insulting
- ☐ Nagging
- ☐ Humiliating
- ☐ Making comparisons with other
- ☐ Confiscation of preferred or comforting object or activity

Characteristics of Teachers Who Make a Difference

- Understands AS
- Develops trust with student
- Sees student as having potential
- Accepts student for who he/she is
- Enjoys working with student
- Models enjoyment of doing tasks
- Indicates that learning is mutual
- Works to be an unobtrusive facilitator
- Reacts calmly to all students
- Provides non threatening feedback
- does not lecture, but provides general direction

Characteristics of Teachers Who Make a Difference

- Listens, analyses student's need and adapts curriculum
- Avoids asking “why”
- States expected behavior and provides examples
- Uses short sentences
- Limits number of instructions at one time
- Uses matter-of-fact and unemotional tone to redirect
- States rules as universals
- Behaves in a predictable and dependable manner
- Provides adequate wait time for processing
- Provides classroom structure that is predictable

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